



# Can Do Descriptors

## KEY USES EDITION

Grade 1

## The WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The WIDA Can Do Descriptors provide examples of what language learners **can do** at various stages of English language development in listening, speaking, reading and writing. The *WIDA Can Do Descriptors, Key Uses Edition* is one component of the WIDA Standards Framework (shown at right). The framework, as a whole, supports the implementation of the WIDA English Language Development Standards in the instruction and assessment of language learners. We encourage educators to use the *WIDA Can Do Descriptors, Key Uses Edition* in conjunction with the other components of the framework, along with the previous edition of the Can Do Descriptors. For more information on the WIDA Standards Framework, visit [www.wida.us](http://www.wida.us).

The *WIDA Can Do Descriptors, Key Uses Edition* provides examples of academic language use for four specific communicative purposes. These purposes, referred to as **Key Uses**, were identified based on reviews of literature and a language analysis of college and career readiness standards:

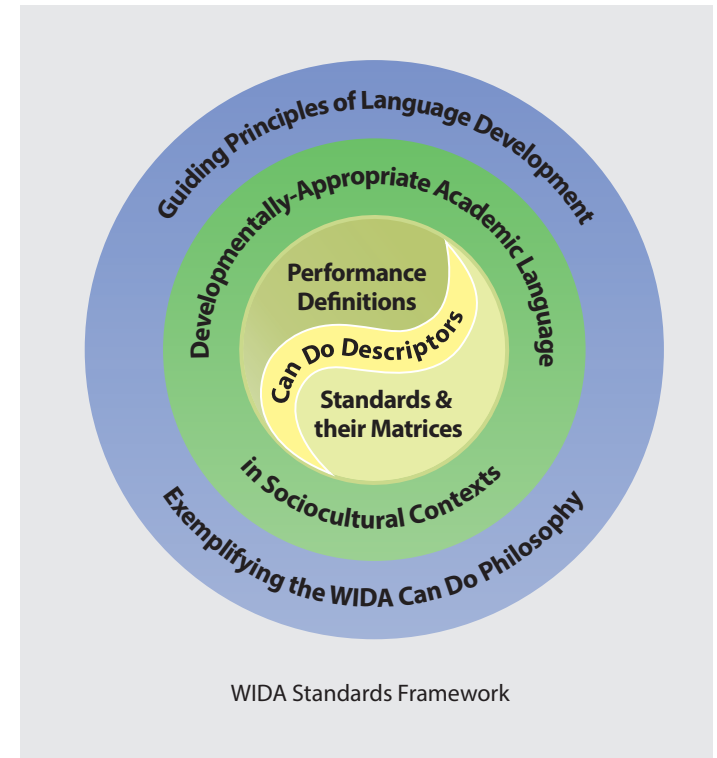
**Recount:** To display knowledge or narrate experiences or events. Example tasks for the Key Use of **Recount** include telling or summarizing stories, producing information reports, and sharing past experiences.

**Explain:** To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of **Explain** include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.

**Argue:** To persuade by making claims supported by evidence. Example tasks for the Key Use of **Argue** include stating preferences or opinions and constructing arguments with evidence.

**Discuss:** To interact with others to build meaning and share knowledge. Example tasks for the Key Use of **Discuss** include participating in small or large group activities and projects.

The *WIDA Can Do Descriptors, Key Uses Edition* and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.



## Organization of the WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The *WIDA Can Do Descriptors, Key Uses Edition* is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6).

The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6.

For three of the Key Uses (**Recount**, **Explain**, and **Argue**) you’ll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use **Discuss** are only shown for oral language. The Key Use **Discuss** highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

### Potential Uses for the WIDA Can Do Descriptors, Key Uses Edition

Audiences	The WIDA Can Do Descriptors, Key Uses Edition can help....
<b>Educators</b> who work with language learners, including coaches, teachers ( <i>e.g., general education, gifted and talented, special education, Title I</i> ), language specialists, and support staff.	<ul style="list-style-type: none"> <li>• Differentiate curriculum, instruction, and assessments designed in English based on language learners’ levels of English language proficiency</li> <li>• Collaborate and engage in instructional conversations about the academic success of language learners in English environments</li> <li>• Advocate for equitable access to content for language learners based on their level of language proficiency</li> </ul>
<b>Administrators</b> and school leaders	<ul style="list-style-type: none"> <li>• Communicate with other educators about students’ English language development</li> <li>• Support the WIDA Can Do Philosophy throughout schools and districts</li> <li>• Advocate for equitable access to content for language learners based on their level of language proficiency</li> </ul>

Stakeholders are encouraged to use the Can Do Descriptors beyond the audiences and purposes identified above to advocate on behalf of language learners.

By the end of each of the given levels of English language proficiency\* English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Mimicking gestures or movement associated with oral commands</li> <li>Matching key words or expressions in songs, chants, and poems to illustrations</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Acting out oral statements using manipulatives or real-life objects</li> <li>Pointing to objects, characters or places from oral descriptions</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Sequencing pictures of stories read aloud (<i>e.g., beginning, middle, end</i>)</li> <li>Following modeled oral instructions related to content</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying characters, plots, and settings from oral stories</li> <li>Finding details in illustrated narrative or informational text read aloud</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Constructing models based on instructions from extended oral discourse with a partner</li> <li>Following multi-step oral directions during content-related activities</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Matching relevant details to main ideas presented in oral discourse</li> <li>Identifying different genres through multiple readings of text by adults (<i>e.g., rhymes, stories, informational text</i>)</li> </ul>
SPEAKING	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Repeating words, phrases and memorized chunks of language related to different topics</li> <li>Answering yes or no questions about stories or experiences</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Stating content-related facts in context (<i>e.g., playing telephone</i>)</li> <li>Describing characters or places in picture books</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Retelling simple stories from picture cues</li> <li>Participating in dialog with peers on familiar topics</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Restating information with some details</li> <li>Summarizing a series of familiar events or routines</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Presenting information on content-related topics</li> <li>Sharing details about personal experiences with peers and adults</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Producing discourse appropriate to task and situation</li> <li>Rehearsing content-related presentations with peers</li> </ul>

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Using pictures and illustrations to identify themes or storylines</li> <li>Matching vocabulary to illustrated stories</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Pointing to icons, letters, or illustrated words that represent ideas</li> <li>Identifying repetitive words and phrases in texts</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying Wh-words in questions (<i>e.g., who, what, when</i>)</li> <li>Recalling content-related information from illustrated texts read aloud</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying the main topic of texts</li> <li>Ordering illustrations based on sequence of events from texts read aloud</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Distinguishing among characters, settings, and events in narratives</li> <li>Reconstructing texts read orally using drawings or re-enacting text with performances</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying who is telling the story at various points in texts</li> <li>Matching original text to paraphrased versions</li> </ul>
WRITING	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Forming words using a variety of strategies</li> <li>Answering Wh- oral questions or using icons to plan stories</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Providing information in graphic organizers</li> <li>Presenting content-related information labeling visuals or graphics</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Describing feelings or reactions to personal events or situations</li> <li>Recalling information from events or experiences</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Producing a series of related sentences from transition word starters (<i>e.g., first, next, last</i>)</li> <li>Describing observations first-hand or from media</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Composing stories or narratives using sequential language</li> <li>Editing personal narratives based on criteria for success</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Producing narratives with at least two sequential events</li> <li>Producing narrative sequences from timelines and labeled drawings</li> </ul>

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LISTENING	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying real-life objects based on descriptive oral phrases or short sentences</li> <li>Pointing to objects or people reflective of content-related vocabulary (e.g., <i>family members</i>)</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Classifying real-life objects according to their function based on oral directions</li> <li>Interpreting oral descriptions and matching them to illustrations</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Following peer statements to create projects</li> <li>Identifying illustrated cycles or processes described orally</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Following illustrated content-related procedures shared orally</li> <li>Organizing real-life objects based on oral comparisons</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Organizing causes and effects of various phenomena presented orally</li> <li>Using strategies and procedures shared by peers</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying details from oral descriptions of processes or procedures</li> <li>Representing ideas from oral discussions or multimedia</li> </ul>
SPEAKING	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Answering questions with words or phrases (e.g., <i>“Go washroom.”</i>)</li> <li>Describing pictures or classroom objects</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Demonstrating how to do something using gestures or real-life objects (e.g., <i>tie a bow</i>)</li> <li>Describing what people do from action pictures (e.g., <i>jobs of community workers</i>)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Stating associations between two objects, people, or events (e.g., <i>“Lidia is my sister and Lisa is my sister.”</i>)</li> <li>Telling why something happened</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Connecting ideas by building on guided conversations with peers</li> <li>Describing in detail the function of objects or roles of people</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Stating conditions for cause and effect (e.g., <i>“If it rains, I play inside.”</i>)</li> <li>Elaborating on details of content-related procedures</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Asking and answering content-related “how” and “why” questions</li> <li>Expressing connected ideas with supporting details</li> </ul>

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READING	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying icons from illustrated texts or media with a partner</li> <li>Sorting objects according to their use based on labeled illustrations</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Matching descriptive labels or headings to illustrated text</li> <li>Identifying labeled illustrations signaled by Wh- questions</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Sorting illustrated content words and phrases into categories</li> <li>Matching labeled illustrations to “how” or “why” questions</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Finding details in illustrated narrative or informational texts read aloud</li> <li>Identifying what authors say in oral stories</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Ordering content-related events according to information in illustrated texts</li> <li>Identifying steps or stages of content-related processes or events from informational or explanatory texts</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying words and phrases related to cause and effect</li> <li>Identifying reasons for actions in stories, songs, and poems</li> </ul>
WRITING	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Designing, drawing and labeling content-specific models</li> <li>Identifying topics through photographs, illustrated word walls, or software</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Labeling and illustrating observations over time (<i>e.g., growing plants</i>)</li> <li>Describing people, places, or objects from illustrated examples</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Classifying illustrated words and phrases into groups (<i>e.g., “Animals that fly. Animals that swim.”</i>)</li> <li>Comparing real-life objects, numbers, or animals using models</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Describing models related to content-related phenomena in pictures or real-life</li> <li>Expressing feelings and a reason related to situations or events</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Describing causes and effects of actions and strategies</li> <li>Sequencing steps in solving problems using short sentences, illustrations, and symbols</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Predicting how stories, events, or situations might end</li> <li>Producing texts that can name a topic and supply topic-related facts</li> </ul>

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Answering questions about likes and preferences</li> <li>• Identifying words or phrases that express opinions</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Evaluating options to make personal choices from oral simple sentences</li> <li>• Signaling agreement or disagreement with short oral statements using gestures (e.g., “<i>Today is Monday.</i>” “<i>Clap one time for yes. Clap two times for no.</i>”)</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Classifying objects according to descriptive oral statements</li> <li>• Following conditional directions (e.g., “<i>Raise two hands if you like ice cream.</i>”)</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Organizing information from oral comparisons of people or objects</li> <li>• Identifying claims about real-life objects or events based on observations or experiences</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Identifying claims and reasons from oral discourse</li> <li>• Identifying reasons for choices from oral stories</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Identifying reasons authors give to support points in text read aloud</li> <li>• Distinguishing opinions from reasons in oral discourse</li> </ul>
SPEAKING	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Expressing preferences in naming and pointing to objects</li> <li>• Repeating language to express agreement or disagreement</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Responding to short statements or questions about choices (e.g., “<i>I am sure.</i>” “<i>I am not sure.</i>”)</li> <li>• Stating likes and dislikes to participate in conversations with peers</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Describing characters or objects using pictures or actions</li> <li>• Stating choices of materials or supplies and reasons for their selection</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Justifying the use of objects for particular purposes</li> <li>• Supporting content-related ideas with examples</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting content-related ideas (e.g., “<i>Winter is hot in Hawaii. Winter is cold in Alaska.</i>”)</li> <li>• Providing evidence for specific claims</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Defending solutions to simple problems</li> <li>• Elaborating reasons to justify content-related ideas</li> </ul>

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READING	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Categorizing labeled pictures or photographs</li> <li>• Identifying opinions from illustrated statements (<i>e.g., likes and dislikes</i>)</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Identifying information related to events from graphics (<i>e.g., birthday charts, weather calendars</i>)</li> <li>• Sharing likes and dislikes using environmental print</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Identifying persuasive words in written phrases or statements in context (<i>e.g., “have to,” “must”</i>)</li> <li>• Identifying language of wants and needs in illustrated short stories read aloud</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Distinguishing characters’ opinions or preferences from illustrated text read aloud</li> <li>• Determining the author’s point of view from illustrated texts</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Determining what happens next from illustrated observations</li> <li>• Identifying evidence or reasons in peers’ written text</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Predicting meaning of words based on clues from sentence-level context</li> <li>• Identifying similarities in and differences between two texts on the same topic (<i>e.g., in illustrations, descriptions, or procedures</i>)</li> </ul>
WRITING	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Indicating agreement with opinions of others using labeled drawings</li> <li>• Drawing icons or symbols to represent preferences</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Producing simple sentences from models about likes, wants, and needs (<i>e.g., “I like..., I don’t like...”</i>)</li> <li>• Supplying facts about topics</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Participating in interactive journals with peers</li> <li>• Stating preferences related to social and academic topics (<i>e.g., “I want to go...”</i>)</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Describing patterns in processes and stories to use as evidence</li> <li>• Stating reasons for particular claims or opinions in content-related topics</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Providing simple edits to peers’ writing</li> <li>• Elaborating content-related claims with examples</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Using persuasive language in a variety of sentences</li> <li>• Producing opinion pieces by stating an opinion and providing a connected reason</li> </ul>

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ORAL LANGUAGE	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Tracking the speakers to demonstrate understanding</li> <li>Sharing pictures, created work, or visuals to contribute to conversations</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Following along familiar routines of small and large groups</li> <li>Recognizing different types of intonation used by speakers</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Asking clarifying questions</li> <li>Inviting others to participate</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Using intonation appropriate for the purposes of communication</li> <li>Restating statements to clarify ideas</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Asking and answering questions to maintain conversations</li> <li>Elaborate on someone else's comments to participate in conversations</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Sustaining conversations by responding to comments made in multiple exchanges</li> <li>Asking and answering questions about key details in social and academic contexts</li> </ul>

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## Acknowledgements

The development of the Can Do Descriptors represents the work of many educators in the field. WIDA would like to extend its appreciation to everyone who contributed through their expertise to this work, including the staff at the Center for Applied Linguistics for their ongoing partnership and support.

Please visit [www.wida.us](http://www.wida.us) to view a full list of educators who participated on the development workshop, national experts who shared their expertise in the development process, and those who participated in the review of the Can Do descriptors.



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